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ABSTRACT

The North Dakota Century Code dealing with special education of exceptional children is provided; duties of the county superintendent of schools and functions of the special education board are listed. Estimated needs are presented and steps in planning are detailed, from determining need for various handicapping conditions to arranging programs and finances. Planning for student referral and placement is also outlined. (JD)

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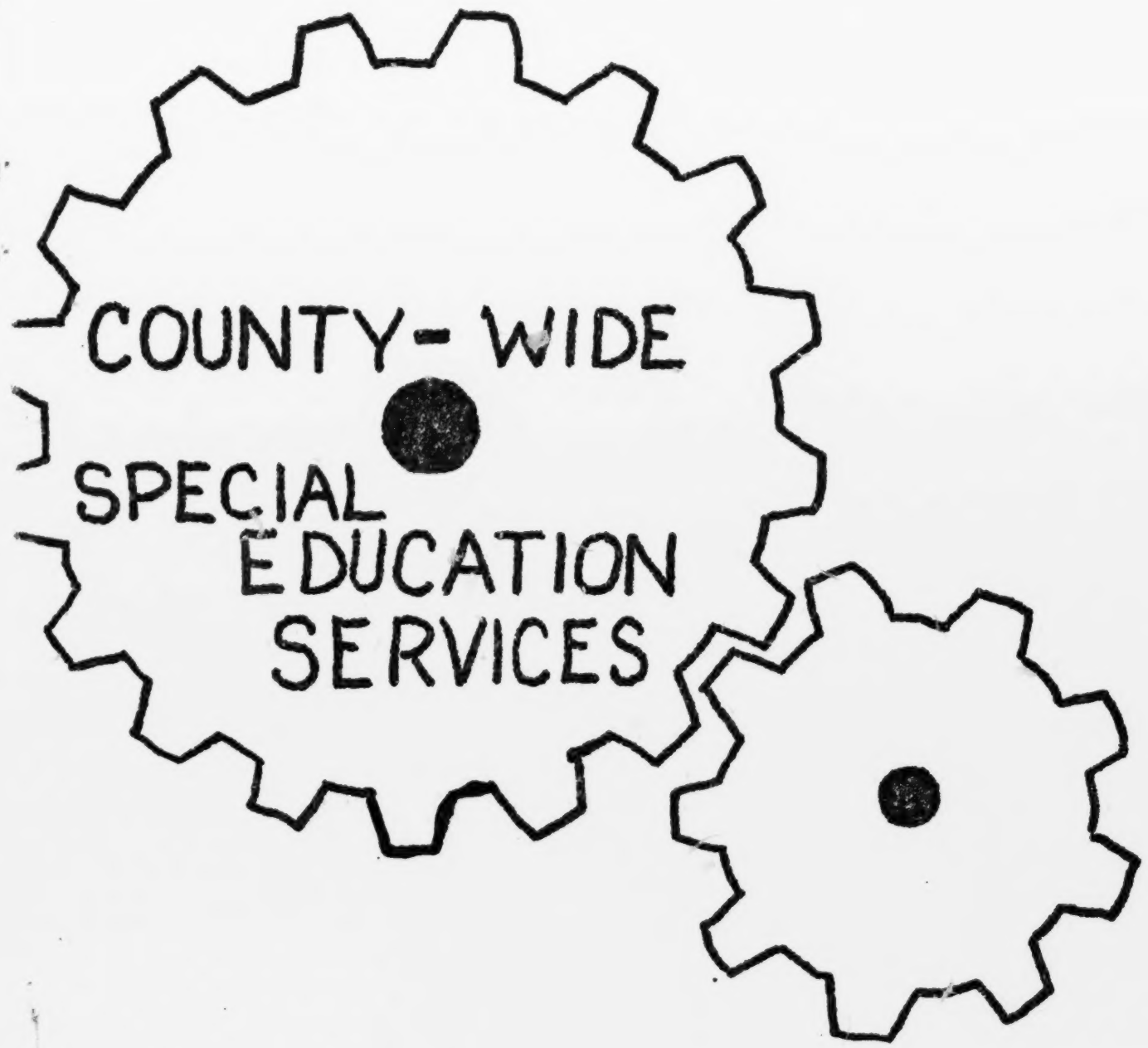

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DEPARTMENT OF PUBLIC INSTRUCTION
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BISMARCK, N.D.

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PLANNING COUNTY-WIDE SPECIAL EDUCATION SERVICES

Department of Public Instruction

M. F. Peterson, Superintendent
Bismarck, North Dakota

1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SPECIAL EDUCATION OF EXCEPTIONAL CHILDREN
Chapter 15-59, North Dakota Century Code

Section

15-59-01	Definitions
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15-59-01 Definitions. - As used in this Act (Chapter):

1. "Exceptional children" shall mean educable children under the age of twenty-one whose educational needs are not adequately provided for through the usual facilities and services of the public schools, school districts, or state institutions because of physical, mental, emotional or social conditions; and

2. "Special education" shall mean the provision of facilities, instruction, supervision, and other necessary services not otherwise provided such children in the public schools and institutions except that facilities, instruction, supervision and other necessary services may be provided for blind children even though the same are provided in state institutions.
Source: S.L. 1951, c, 151, c.1.

15-59-02 Advisory Council on Special Education (Amendment, 1955 Supplement)

The state board of public school education shall constitute the advisory council on special education.

15-59-03 Director of Special Education (Amendment, 1955 Supplement)

A qualified director of special education and such assistance as may be necessary shall be employed by the superintendent of public instruction with the advice and approval of the advisory council.

15-59-04 School Districts Authorized to Provide Special Education

Any school district may provide special education to exceptional children in accordance with the provisions of this Act (chapter) and in so doing may act jointly with one or more other districts and shall cooperate with the state advisory council and the director of special education and with the institutions of the state.

15-59-05 Powers and Duties of Advisory Council and Director of Special Education (Amendment, 1955 Supplement)

The advisory council, acting through the office of the superintendent of public instruction, shall establish general state policy within the provisions of this Act and shall endeavor to insure a cooperative special education program coordinating all available services. It shall cooperate with private agencies, soliciting their advice and cooperation in the establishment of policy and in the coordination and development of special education programs. With the approval of the advisory council and in accordance with the provisions of this Act and the policy of the council, the director of special education shall prescribe rules and regulations for the special education of exceptional children and for the administration of this Act and he shall assist the school districts of the state in the inauguration, administration and development of special education programs; establish standards and provide for the approval of certification of schools, teachers, facilities, and equipment.

15-59-06 State Cooperation in Special Education

Exceptional children who are enrolled in approved programs of special education shall be deemed to be regularly enrolled in the school and the school districts providing such programs and shall be included in determination of elementary per pupil payments from the county equalization fund or payments from the state equalization fund whether such pupils are regularly attending school in the school or school district receiving such payments or not. Upon the determination by the director of special education that the school district has made expenditures for each exceptional child in such program equal to the average expenditures made in such districts for elementary or high school students, as the case may be, and the parents of the child receiving special education under such program, or the legally responsible person, have made adequate efforts to provide needed education or that adequate reasons otherwise exist for the provision of special education to such child, the director by vouchers drawn upon funds provided by the legislative assembly for such purpose may provide reimbursement to such school or school district in an amount not exceeding three hundred dollars for such child per year for instruction and five hundred dollars for such child per year for transportation, equipment, and residential care.
Source: S.L. 1951, c, 151, s. 6.

15-59-07 Education of Physically Handicapped - Contract

If any school district in this state has any elementary or high school student who because of his physical handicap is unable to attend the public schools in the district, such school district shall contract with any accredited private nonsectarian nonprofit corporation within or without the state which has proper facilities for the education of such student, if there are no public schools in the state with the necessary facilities which will accept such student. Prior to the time any school district enters into a contract with any private nonsectarian nonprofit corporation for the education of any physically handicapped student the curriculum provided by such school and the contract shall be approved by the superintendent of public instruction. The contract shall provide that such school district agrees to pay to the private nonsectarian nonprofit corporation as part of the cost of educating such student an amount for the school year equal to the county average per pupil elementary or high school cost depending on whether enrollment would be in grade or high school department, in the county in which the contracting district is located. If the attendance of such student at such school is operated for less than a school year, then the contract shall provide for such lesser amount prorated on a monthly basis. For the purpose of this section, any student contracted for to attend a school as herein provided shall be considered as enrolled in the contracting district and the district shall be entitled to the per pupil payment out of the county equalization fund the same as other regularly enrolled students in the district.
Source: S.L. 1961, c, 171, c. 1.

15-59.1-01 County Board of Special Education

The county superintendent of schools may appoint a county board of special education which shall consist of one member from each county commissioner district within the county, and each member thus appointed shall be subject to approval by the board of county commissioners. Terms of office shall be two years arranged, as nearly as possible, so that fifty per cent of the members' terms expire each year. Vacancies shall be filled in same manner as original appointment. The county superintendent of schools shall serve as secretary and executive officer of the board. Expenses of members of the board shall be paid in the same manner as expenses of other county officials are paid. The board of county commissioners may in its discretion provide for additional per diem compensation.
Source: S.L. 1961, c, 139, s. 1.

15-59.1-02 Operations Plan-Financing

The county board of special education shall annually prepare a program for special education in the county and a budget necessary to implement such program. The program and budget shall be submitted to the board of county commissioners at the same time and in the same manner as other statements on budgetary matters are filed. If such program and budget are approved by the board of county commissioners, the county commissioners may budget funds from the county general fund or upon approval by a majority of the voters voting on the proposal at an election called by the county commissioners, may levy a tax not to exceed three mills upon all taxable property in the county for the purpose of carrying out such program. Such mill levy shall be over and above any

mill levy limitation provided by law and shall be collected and paid in the same manner as are other county property taxes. The county treasurer shall credit the proceeds of the tax levy, together with any other funds received from the state or other sources for special education purposes, to a special education fund. Such funds shall be expended, within the limitations of the budget approved by the board of county commissioners, as directed by the county board of special education upon vouchers approved by the county superintendent of schools and in the same manner as other county funds are expended, except that such specific expenditures need not be approved by the board of county commissioners.
Source: S.L. 1961, c, 139, s. 2.

15-59.1-03 Election Upon Mill Levy

Upon the filing with the board of county commissioners at least thirty days in advance of any regular county election of a petition signed by five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election, the question of whether to continue the mill levy of not to exceed three mills for financing the special education program shall be submitted to the voters at the next regular county election. If the levy for special education is disapproved by a majority of the votes cast at this election, the board of county commissioners shall immediately discontinue such levy but levies previously spread upon the tax rolls shall not be invalidated. A subsequent vote upon the question of authorizing a mill levy of not to exceed three mills may be had at any regular county election upon the filing with the board of county commissioners of a petition containing the signatures of five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election not less than thirty days prior to such election.
Source: S.L. 1961, c, 139, s. 3.

15-59.1-04 Powers of County Board-Approval of Program By State

A county board of special education organized under the provisions of this chapter, may contract with any school district within or outside of the county to provide special educational services for educable children. Upon approval of the special education program and budget by the board of county commissioners, such plan and budget shall be submitted to the department of public instruction for approval.
Source: S.L. 1961, c, 139, s. 4.

15-59.1-05 Payments From State

If the budget and program submitted by the county board of special education are approved by the department of public instruction, any payments for special education under the provisions of section 15-59-06 shall be made to the county board of special education and disbursed by such board in furtherance of the county program. If such budget and program are not approved, any such payments shall be made to the school districts in the county providing special education facilities. Nothing contained in this section shall alter the method of making per pupil payments out of the county equalization fund or from the state equalization fund to the county equalization fund.
Source: S.L. 1961, c, 139, s. 5.

15-59.1-06 Multiple County Boards

When it is deemed desirable by the boards of county commissioners of two or more counties, such counties may join together in the formation of a multiple county board of special education. Such board shall consist of one member from each county commissioner district within the several counties, appointed by the respective county superintendents of schools and approved by the respective boards of county commissioners. Vacancies shall be filled in same manner as provided in original appointment. Such multiple county board shall designate one of the county treasurers to act as treasurer for special education funds and one of the county superintendents of schools to act as secretary and executive officer of the board. The remaining county superintendents of schools shall perform such other duties in connection with the special education program as the joint board of special education shall designate.
Source: S.L. 1961, c, 139, s. 6.

15-59.1-07 Program and Financing of Multiple County Boards

The multiple county board shall prepare a program and budget and submit it to the joint board of county commissioners for approval in the same manner and at the same time as provided in the case of individual county programs. The amount budgeted and approved shall be prorated among the counties according to the assessed valuation of each county or upon such basis as the respective boards of county commissioners shall agree. The amount prorated to each county shall be included in the respective county budgets in the same manner and shall be subject to the same procedures, limitations, and conditions as those specified for individual county special education budgets and tax levies. Provisions applicable to individual county programs in regard to approval by the department of public instruction and payments from the state and the state or county equalization funds shall also apply to multiple county programs.
Source: S.L. 1961, c, 139, s. 7.

15-59.1-08 Election on Mill Levy

Upon the filing with the board of county commissioners at least thirty days in advance of any regular county election, of a petition signed by five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election, the question of whether to continue the mill levy of not to exceed three mills to finance the individual county's prorated share of the costs of the multiple county special education program shall be submitted to the voters of the individual county at the next regular county election. If the levy for special education is disapproved by a majority of the votes cast at this election, the board of county commissioners shall immediately discontinue such levy, but levies previously spread upon the tax rolls shall not be invalidated. A subsequent vote upon the question of authorizing a mill levy of not to exceed three mills may be had at any regular county election upon the filing with the board of county commissioners at least thirty days in advance of any regular county election, of a petition containing the signatures of five per cent of the electors of the county as determined by the number of votes cast for the office of governor at the preceding general election.
Source: S.L. 1961, c, 139, s. 8.

15-59.1-09 Withdrawal of Counties

A county may withdraw from a multiple county program upon resolution of the board of county commissioners. Such withdrawal shall be effective not less than one year from the date that notice of the resolution is given to the remaining board or boards of county commissioners. The giving of such notice shall not relieve the withdrawing county of its obligation for that portion of the costs of the program prorated to it for the period prior to the effective date of such withdrawal.
Source: S.L. 1961, c, 139, s. 9.

15-59.1-10 Present Plan Continued

School districts in counties which have not adopted county or multiple county programs shall continue participation in programs of special education as authorized by other provisions of law until such time as a county or multiple county board of special education is appointed and a program and budget are submitted to and approved by the board of county commissioners and the department of public instruction.
Source: S.L. 1961, c, 139, s. 10.

(See booklet "Planning Countywide Special Education Services"
Department of Public Instruction)

DUTIES OF THE COUNTY SUPERINTENDENT OF SCHOOLS

I. Appoint the county special education board.

   A. One member shall be appointed from each county commissioner district within the county.
   B. Of the initial board, one-half shall be appointed to serve one year and the remainder two years. Subsequently each appointed and approved member shall serve two years.
   C. The county superintendent of schools shall serve as secretary and executive officer of the board.

II. Submit names of appointees to the board of county commissioners for approval.

   A. Provide a tentative schedule of meetings.
   (Suggest at least four (4) regular meetings per year during planning phase)
   B. Prepare tentative budget of expenses, per diem, etc., with help of board of county commissioners.

III. Notify approved board members and call meetings.

IV. Prepare agenda for initial meeting of special education committee.

   A. What is special education?
   B. Review of current special education services in the county.
   C. How adequately does the present program serve the need?
   D. Election of board officers.

V. Carry out functions assigned by the board as its executive officer and secretary.

SPECIAL EDUCATION BOARD FUNCTIONS

I. What is the extent of the need for special education in the county?

A. Estimate need statistically.
B. Collect data from schools.
C. Arrange testing and evaluation of children.
D. Explore referrals from county health and welfare sources.

II. What would be included in an ideal program for all exceptional children in the county?

III. How may we plan intermediate steps to reach this goal?

A. Plan with local school administrators and school boards to assume responsibility for certain programs.
B. Arrange for participation of all schools.
C. Can we procure the necessary trained personnel?

IV. What proportion of local school funds, state funds and county funds does the committee recommend for use in the total program?

V. Submit plan to State Department of Public Instruction.

VI. Submit the program plan and budget to the board of county commissioners.

VII. Set up administrative machinery with the board for allocation of funds to local schools.

VIII. Assume responsibility for reporting and collection of data.

XI. Vary procedures according to the law when multiple county boards function.

I. A. ESTIMATE NEED STATISTICALLY

SERVICES FOR EXCEPTIONAL CHILDREN	A Incidence	B Total School Enrollment To Be Served	C (A x B) Potential Load	D Per Teacher Load	E (C ÷ D) Number Of Units Needed	F Cost Per Unit	G (E x F) Total Estimated Cost	H State Funds	I Local School's Share	J County Funds
1. Speech Correction and Hearing Conservation *	7%			60 - 80 (100)	Speech Clinicians	salary__ other__ transp. ____				
2. Hard-of-Hearing *	2%			6 - 10	Teachers	salary___ equipment_____				
3. Educable Mentally Handicapped	2%			6 - 15 (11)	Teachers	salary____ other _____				
4. Trainable Mentally Handicapped	.2%			6 - 10	Teachers	salary____ other _____				
5. Special Learning Disabilities*	5%			6 - 15	Teachers	salary____				
6. Emotionally Disturbed*	3%			150	Visiting Counselors	salary____ other____				
7. Physically Disabled or Ill (individual instruction)	1%			1	Individual Instruction	salary (av. $90)				
8. Partially Seeing*	.22%				Large Print Material	books (av. $80 annually)				
9. Blind	.02%			5		cost per child $500 - $800				
10. Gifted	3%			15	Teachers	salary__ other__				
11. Psychologist				3000						
12. Local Director of Special Education				5000						
13. Transportation or Lodging	33% 50%					per unit reimbursement____				

* Individual instruction may be used as supplementary to regular attendance in case of physical, hearing, emotional, special learning and visual handicaps.

I. THE FIRST STEP IN PLANNING

A. Estimate need from national statistics.

1. Speech Correction and Hearing Conservation:

This group includes children with speech defects associated with organic problems such as hearing loss, cleft palate, cerebral palsy and other types including articulation problembs, stuttering and voice defects. Hearing testing of pupils is a part of the service.

A total school enrollment of 1,000 pupils is necessary to justify a full-time speech correction program and it is suggested that 1,500 makes the best base for continued operation of a program over several years. Children attend the regular or special classes and are dismissed for speech correction during two or three short periods during the week. This is a supplementary service since the children attend regular classrooms for their academic work.

1A. Seven percent has been verified as a conservative figure to use in estimating the need for speech correction in Grades 1 - 12 in North Dakota. This does not include accents, minor voice problems or young children with very immature speech.

1B. Total school enrollment Grades 1 - 12.

1C. Total estimated need in speech correction - seven percent of 1B.

1D. The minimum number in a speech correction case load as set by the state is fifty pupils, the maximum eighty.

1E. Total number of speech clinicians needed in the county.

1F. Cost per unit should include travel involved (usually at 10¢ per mile), salary (1966 range from $5,200 to $8,000), incidentals including books and materials, postage and paper.

1G. Total estimated cost for entire speech correction services in county.

1H. Anticipated state funds. The amount of state funds available to local schools has always been determined by the amount of the appropriation made by the legislature. The amount has been roughly one-third of the total cost of these programs. The legal limit is $300 per child for instructional costs and $500 per child for other services. Reimbursements in 1968 are $2,500 in single district programs and $3,000 in multi-district programs.

1I. At present local schools are responsible for about two-thirds of the cost of the program.

1J. Chapter 15-59.1 provides for county funds to be made available at the discretion of the county commissioners and the voters. These funds may assist the local school by appropriation from the general funds of the county by the board of county commissioners or may be raised by special levy on all taxable property not to exceed three mills upon approval of a majority of the voters voting at a special election.

2. Hard-of-Hearing:

Some of the hard-of-hearing can be provided with amplifiers, speech and language development and attend the regular classes. Only a small number will require special class placement. This is best planned on a cooperative basis with other districts or counties.

3. Educable Mentally Handicapped Children:

These are children whose mental ability is adequate to learn academic subjects such as reading and numbers but who will not be able to keep up sufficiently in the regular classroom to develop their full potential. They have IQ scores on individually administered psychological tests of fifty to eighty. These children should not be confused with slow learners (IQ eighty-ninety), emotionally disturbed or children with specific learning or reading disabilities.

Each child so placed must be tested by a qualified psychologist. See: Resources for Psychological Testing and Evaluation.

3A. Two percent is a conservative figure for use in estimating need. Some authorities use three percent, others more. In North Dakota we find that two percent is a useful figure in estimating need.

3B. Multiply by total school enrollment Grades 1 - 12.

3C. Potential load. Total number of children anticipated to need special class placement as educable mentally handicapped children.

3D. Minimum enrollment in a classroom is six and maximum set by the state is fifteen. Since one classroom should be planned for groups of three or four chronological ages, it is well to divide by three or four. This will give the numbers of primary (7 to 10 year groups), intermediate (11 to 13 year groups), junior high (14 to 16 year groups) and senior high (16 to 20 year groups) classrooms needed in the county. It is sometimes advisable to distribute the classes for the younger children in the various parts of a county, while the older groups may receive more advantages in a program centralized in a larger school.

3E. Number of units needed. Designate age group ideals.

3F. Cost per unit will include the cost of operating the classroom, the salary of the teacher, the incidental expenses and the books and materials needed. A committee may wish to consider a unit payment for operation of a classroom in the sponsoring school. In most cases the state and county equalization payments should provide the basic, heat, light and space, so that separate cost for this is not usually included.

3G. Total estimate of all classes for mentally retarded children of all ages needed in the county.

3H. State funds have been available to the amount of about one-third of the total costs to the school. Amount will depend on the sum made available to the Department of Public Instruction for this purpose by the legislature. Current reimbursements are $2,000 per teacher.

3I. What funds are available from local school funds. How much should they carry as a part of the local obligation to the child?

3J. What amount can the county carry?

4. Trainable Mentally Handicapped Children:

These are children whose mental ability ranges below those considered educable. They do not have the ability to learn academic subjects but may benefit from training in self-care, social experiences and simple routine employment. There are only one-tenth as many of these children as in the educable mentally handicapped group but their needs are great. Because of low incidence, however, more cooperation between districts and counties may be indicated in planning. Use .2 percent to estimate need and follow procedure above for educable mentally handicapped to estimate need.

5. Special Learning Disabilities:

These children are those who have trouble with school work but are not mentally retarded. Their difficulties most often involve perceptual difficulties which interfere with reading and mastery of other skills and may lead to problems of emotional disturbance because of the daily frustration in school. Special teaching methods may be provided in these cases using a supplementary teacher to serve the child at specified periods during the day.

There are at least five percent of these children with special learning problems in the schools. Diagnosis is best made by a psychologist and an educational specialist. Individualized teaching in the classroom with individual supplementary teaching provided daily is the best suggestion for most of these children. Special classes may be considered with very special planning.

We suggest one teacher for 5 - 10 such children on the basis of the school enrollment. In practice the load may need to be adjusted to the need of the children and the training of the teacher.

6. Emotionally Disturbed Children:

These are boys and girls who, because of emotional maladjustment, are having difficulty in school. They may exhibit problems of adjustment in a number of ways including behavior which is difficult for the school to accept, personal mannerisms and aberrations which may be symptoms of serious personality disorders or failure in school which is not based on lack of mental ability.

6A. Variously estimated between three percent and ten percent by different agencies working with these children, some of the children in this group need special educational provisions in order to stay in school. A visiting counselor, trained in psychology and social work, would provide direct help to the child, parent conferences, teacher consultations and referrals to community resources for the treatment and handling of the problems.

6B. Total school enrollment Grades 1 - 2.

6C. Potential number of children who need help. This is a preventative program, since many children helped early in the development of social or emotional disorders can be prevented from deteriorating to the point where custodial procedures are necessary.

6D. The visiting counselor may serve about 150 children annually.

6E. It is suggested that a school enrollment of 3,000 to 3,500 is needed before a full-time visiting counselor program would be recommended. If travel is involved (as in a county program) a base of 3,000 children enrolled would be sufficient for a full-time program.

6F. Since the visiting counselor is a person trained at the graduate level, salaries are higher than in some of the other areas.

6G. Total estimated cost of all such service in the county.

6H. At present state participation is $2,000 per year.

6I. Local funds.

6J. County funds.

7. Physically Disabled or Ill Children:

To be considered for this program, a child must be recommended by his physician as being unable to attend the regular classes in the public school because of physical disability or illness. Children with minor physical handicaps which may limit their total participation in playground activities but do not preclude daily manipulation of the materials of education in the classroom are not to be included. In these cases, transportation aid, service within the school or special equipment may be provided in order to make it possible for the child to continue in the regular classroom. This is preferable in most cases to providing a segregated class for physically handicapped children.

In recent years, most of the physically handicapped children referred to public schools have been so severely disabled that homebound instruction was necessary. There are also a number of children physically handicapped who would be eligible but for the fact that they are mentally retarded. These multiply handicapped children constitute a special problem. Classes for them should be considered where the curriculum would be adapted to their learning ability in an environment where their physical disabilities are minimized.

7A. Incidence of the physically disabled and ill is small (one percent) but their problems may be great.

7B. Total school enrollment Grades 1 - 12.

7C. Potential number of children who may need provision for individual study during the school year. Some will be permanently disabled, others chronically ill, others temporarily hospitalized or homebound.

7D. Unless there is evidence of a number of permanently disabled children who would be brought to one center, it would be best to plan for individual instruction.

7E. If individual programs are indicated, local teachers currently employed or ex-teachers with certification may be available for this teaching.

7F. An hourly wage to the teacher of the homebound children may be supplemented with the cost of transportation of the teacher to the child's home.

7G. Estimated cost of all programs in this area. This is the most difficult to estimate since total number of ill children and length of time they need special teaching will vary considerably. Establish a minimum number of weeks (suggest four) for which reimbursement will be considered.

7H. Present state aid is $2.00 per hour, four hours per week which approaches legal maximum. Local schools often pay $3.00 - $4.00 per hour plus transportation. State reimbursement is not available for a program of less than four weeks.

7I. Local funds.

7J. State funds.

8. Partially Seeing Children:

Children who are visually handicapped but who can still use visual channels for receiving their education are considered partially seeing. A physician must recommend a child for this program. Visual acuity from 20/70 to 20/200 is usually the criterion used in recommending a child for this service. Large print books may be provided on a free loan basis from the Department of Public Instruction Other special education provisions such as 1) individual supplementary instruction or 2) a special resource room may be considered.

1) Individual supplementary instruction may be provided on the same basis as homebound instruction. The child will receive an hour of individual help a day with his regular lessons. This will be given by a teacher who comes to the school for this purpose. This type of supplementary teaching may be used to enable hard-of-hearing children to keep up with language and vocabulary development in their reading, history and other subjects.

2) A group of six partially seeing children should be considered a minimum for the resource room. The children will spend most of their time in the regular classroom using the special teacher and the equipment as a resource whenever necessary for study or preparation of assignments.

An itinerant teacher may also be provided for the partially seeing whenever a sufficient number of children (six - ten) within a reasonably accessible geographic area is in need of the resources of special equipment and special teaching techniques which an itinerant teacher could provide.

9. Blind Children:

Children with visual acuity of 20/200 or less (corrected) who will need to acquire their education without benefit of the visual materials of education may be provided a special resource room where Braille reading and writing is taught and where special maps and materials may be made available for their use in the regular classroom. A teacher of Braille who will also provide supervision and use of the other equipment and materials of the resource room is essential. The children will be expected to attend the regular classroom most of the day.

Counties having less than five blind children could arrange for them to attend a public school special class elsewhere and assist with cost.

10. Gifted Children:

10A. There is need to define what group among the talented, gifted or intellectually able students are to be included. The upper three percent is a conservative figure to use in computing the number of markedly superior students. Some special programs might include the upper ten percent, while others might choose to serve the upper one percent.

10 B. Total enrollment in the school Grades 1 - 12.

10 C. Potential number to be considered in planning.

10 D. Depending on the types of projects, the organization of the program, etc., the teacher-pupil ratio may be as high as one to thirty. If a project teacher supplements the regular classroom instruction three half days each week in two fourth and fifth grades, for instance, this ratio would be applicable. If other types of program are considered some lesser ratio may be more practical.

It should be remembered that segregated classrooms for gifted children will not be feasible or desirable in most situations.

10E. Number of units and types of programs.

10F. Cost should include resource materials, travel for field trips, etc.

10G. Estimate total cost.

10H. State reimbursement presently $2,000 per teacher.

11. Psychologist:

A qualified psychologist would be an available resource to all of the areas of the special education program and to the schools served. His functions would include individual testing of the educable mentally handicapped, socially and emotionally maladjusted and other programs, parent conferences, and in-service training for teachers. Unless the duties of the psychologist are spread to other areas of the school program, a school enrollment of 3,000 would be the recommended minimum for a full-time psychologist.

12. Director of Special Education:

The planning and administration of a special education program in a county will take time and skill. Where the school enrollments combined have a total of 5,000 a full-time special education director is recommended.

13. Transportation or Lodging:

When children need to go to special classes outside their own school district transportation or lodging in a foster home in lieu of transportation should be provided.

Transportation or lodging may also be provided to a physically handicapped child and cost of having a child carried within the school plant may be considered a reasonable charge to the program if it enables him to participate satisfactorily in the regular classroom.

13A. Where services are planned on a multi-district basis about one-third to one-half of the children in classes for educable mentally handicapped children or physically handicapped children will need transportation or lodging.

13B. Use here the sum of 2C and 6C.

13C. Total estimated number needing transportation.

13D. Does not apply.

13E. Same as 9C.

13F. A flat sum will be easier to figure than cost, since there is great variation in the arrangements, etc.

13G. Total estimated cost.

II. THE SECOND STEP IN PLANNING

A. Use an Advisory Committee--The Public Health Nurse, Welfare Board, School Administrators, Medical Doctors, and others.

B. Collect data from schools--The more information is supplied to teachers and principals the more adequately will referrals be made. This method does not usually find all of the children in need.

1. Use a form for teacher reporting. There are serveral resources.

1. How to Conduct a Self Survey of Special Education Needs, Newland, et al, International Council for Exceptional Children, 1201 Sixteenth Street Northwest, Washington, D.C. 60¢.

2. Learn About Speech Defects, Department of Public Instruction, Bismarck.

2. Have in-service training sessions prior to the time referrals are requested.

C. Testing and evaluation of certain individual children will be necessary before placement in any special program. This is especially true when placement in the following areas is considered:

1. Classes for educable or trainable mentally handicapped children.

2. Enrollment in programs for socially and emotionally maladjusted children.

3. Multiply handicapped children.

Resources include:

State Department of Health, Mental Health and Retardation Division, Community Mental Health Services, Bismarck;
Department of Public Welfare, Bismarck;
University of North Dakota, Grand Forks;
Minot State College, Minot;
Out-patient Center, State Hospital, Jamestown;
Children's Psychiatric Center, Bismarck;
Psychologists in Private Practice.
(For detail see "Individual Testing and Psychological Services Available to the Public Schools in North Dakota", Department of Public Instruction, Bismarck, North Dakota.)

D. Explore referrals from county health and welfare sources. Because county health services include programs for handicapped children the board should at all times maintain clear channels of communication with these county offices. There may be some children who would be planned for improperly without psychological or medical information which is available from these workers.